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been done with the taste of a student like this who very evidently has a vision of the beauty and the worth of solid reading? How eagerly would such a student have accepted direction and suggestion as to what to read and have devoured with understanding and appreciation literary masterpieces had they been put in his way. To be sure there was paucity of material to read in this case but equally there was destitution of suggestion for he read "whatever came my way." The railway newstand of today would have furnished the material,—but what an over-spiced and ill-balanced ration it would have been for this student without a cultivated taste to guide him. This is not to say that the sweets and the savory, the relishes and the condiments have no place in the literary diet, but it is to say that these have a minor and not a major place in the making of a "full man."

Nor is it because the students are unwilling to do a thing that is hard that they choose the pleasurable rather than the profitable when allowed to choose without cultivation of taste. It is rather because they have a confused sense of values, or worse yet,—because sometimes even under direction—the values and the beauties are not shown them by their teachers. If the student is led to see the worth and the beauty of the gold, they are eager, as Ruskin says, "to work as an Australian miner would," and to keep their pickaxes and shovels in good order and to dig for the hidden treasure with sleeves rolled up and throats laid bare, that they may possess the treasure. But, to carry on the figure of speech, who would continue to dig if the gold was never to be seen? How can one learn to distinguish between the precious metal and fool's gold other than by experience and contrast? Fool's gold is plentiful and easy to get. If it gives satisfaction because of ignorance that there is pure and valuable gold for the digging, why dig?

It is the teacher who can and must help the student

to answer for himself the question of taste asked by Ruskin in *Of Kings' Treasures*: "Will you go and gossip with your housemaid or your stable-boy, when you may talk with queens and kings; or flatter yourselves that it is with any worthy consciousness of your own claims to respect that you jostle with the hungry and common crowd for *entree* here, and audience there, when all the while this eternal court is open to you, with its society, wide as the world, multitudinous as its days,—the chosen and the mighty of every place and time? Into that you may enter always; in that you may take fellowship and rank according to your wish; and from that, once entered into it, you can never be an outcast but by your own fault; by your aristocracy of companionship there, your own inherent aristocracy will be assuredly tested, and the motives with which you strive to take high place in the society of the living, measured as to all the truth and sincerity that are in them, by the place you desire to take in the company of the dead."

The storehouse for reading is so immense and so full, there is so much more than any one reader can ever hope to compass, it is imperative that we make a choice. If that choice is to aid in the establishment of the highest moral, social, economic, aesthetic, cultural, civic ideals and attitudes of mind there must come to every teacher of English in our schools a vision of what the worth is of a cultivated literary taste, one that is discriminating, selective, properly motivated, keen and determined. To the development of a broad and liberal yet fine and judicious taste in reading every energy, every thought, every purpose and aim must be bent. So and only so can our literary diet for the next generation be made a properly balanced one and the "full man" be also satisfied man.

## THE HISTORY TEACHER AND HIS WORK

(THIRD AND FINAL INSTALLMENT)

By MARY EMILY CLARK

Cecilton, Md.

COMING back to the subject of books, let us consider the principle upon which the small library should be collected. First the teacher must know what he is to teach throughout the year. Then he should have sufficient knowledge of the books on his subject to select those suited to develop his topics. He should, if possible, have a representation of all the kinds of collateral reading on each

topic. The average size of classes should be considered and books purchased accordingly. Duplicate copies are essential to good work.<sup>1</sup> A class of ten or more cannot make adequate use of one copy of Hart's *Source Book*. It is possible to assign work

<sup>1</sup> Cf. *H. T. Magazine*, February, 1915, p. 32; February, 1916, p. 54; *Committee of Five*, p. 15; Keatinge, *Studies in the Teaching of History*, p. 219.

in different authorities covering the same ground; but rarely can one do so in the small library.

It may be that the teacher beginning his work may find a misfit collection of books at hand. His task then is to sort them, using those available, and adding others as opportunity offers, developing his topics one at a time. In doing this, he must consider the historical value of a book, before he adds it to his library, also its fitness for supplementing the text in use, the opinion authorities have given regarding it, its size and price. The best books for high school children should be simple in language, so that with their limited vocabulary, they may understand. They should also be written in an entertaining manner. Books of life and customs will make history real; those dealing with our foreign policy, and those covering inventions will teach how we as a nation have influenced world progress. The diaries, reminiscences, autobiographies, and letters of great men almost invariably bring good results. While at first thought a general reference collection would seem to be the prime essential, the pupils like one volume books better; and it is surprising how many really good books are within the reach of the small library which cannot afford the standard sets.

Once we have the books, the question of their placing arises. A shelf in the study hall is most satisfactory. The volumes in common use should be here, and there should be no formalities about getting them. As the text is to be considered as an outline to be developed by reading, the library must be accessible at all times.<sup>2</sup> There should be a regular high school library room where the children are free to go during study periods. The mere dipping into the well-chosen books is a source<sup>2</sup> of culture. If current magazines, bulletin boards with clippings, pictures and reading lists are added, the student will be encouraged to do more reading on his own initiative than otherwise.<sup>3</sup>

Possibly the most important part of the work is the presentation of results. This may take the form of the written or oral report, written themes, diaries or letters, essay, debate, dramatization, notebook, oral quiz, or, for current history, the care of the history bulletin board. Some teachers advocate using the oral quiz exclusively for testing reading. This is possible where the teacher has one subject and a limited range of books. I vary the reports with my classes and find all the above methods good. Indeed the class shows much more interest if it does not have the same kind of work day in and day out.

Where possible, a choice may be given to the pupils. As I have suggested before, certain days may be devoted to collateral reading and the presentation of results in class. This method has a tendency to cultivate among the students a taste for reading, and in the case of oral reports, it has also an advantage in giving additional training for public speaking. There is healthy rivalry among the students, while all the time they are learning to know books better; and one very important phase in all this reading is the cultivation of the book habit.

Let the student have his assignment book in hand. When the teacher tells him what he is supposed to do, he will write it down and be ready for the next lesson. For some days he may have to reproduce the text; on other days he may have dates connected with their events. One of the most successful forms of review is given by the aid of dates. A certain list of dates is assigned, and the pupil, at a given date, must rise and recite the story belonging to that date. Other days must be devoted to map-drawing, slow and tedious work, but necessary. Again there must be the cumulative review, for instance, the tariff from 1789 to the present, the Spoils System, slavery from 1619, etc. The pupil learns in this way to look over the whole field of his subject. Again certain recitations must be devoted to "rapid-fire" questioning, an excellent type of review. There may also be a five or ten-minute test once or twice a week, at the beginning of the recitation; or a lesson with the book open, leading to criticism of the statements made, comparison of events, judgments upon acts of men and women, and inferences based upon facts given.

If all this sort of work forms an integral part of the course, we readily see how little time there is for presenting results of reading, unless some combination of methods is made, or most of the results are in written form. Much of the reading done for history may be turned to account in the English class in the form of written report, theme, diary, letter, etc. If one is a teacher of both English and history, he may by this means reduce the amount of correction. If not, the coöperation of the English teacher may usually be secured. The written review is useful if several general questions are prepared beforehand, and the child is expected to show in his answers that he can use intelligently not only what he has learned from the text, but also what he has collected from other books and from the recitations.

"Any system is good if it really requires a child to combine in new relations what he has learned in various ways and at various times."<sup>4</sup>

<sup>2</sup> Cf. Channing, Hart and Turner, *Guide*, p. 143.

<sup>3</sup> Cf. *H. T. Magazine*, February, 1916, p. 47.

<sup>4</sup> Channing, Hart and Turner, p. 205.

This written work, requiring pupils to connect places and people definitely as well as to establish time-relationships, trace routes, make "word-pictures of civilization," put into clear wording their own opinions, and classify their knowledge, is invaluable not only for history study, but for the future. Such testing aids memory, imagination, and judgment, cultivating at the same time neatness and orderly arrangement of material, essential in all branches.

The debate is a form of reporting which pupils like. They are bound to take sides on many questions, and if they can be taught to "disagree agreeably," their arguments may be turned to account. Here, as in all other work of the class, the teacher must help by making definite assignments, and by aiding pupils to marshal their arguments in a telling way. They should be urged to give their authorities.

Dramatization helps most in making history real and in adding interest. In the small high school, there is little time for it, but where there are departments of public speaking, of household arts, of manual training, etc., the departments may cooperate as was suggested for the English work, a committee from each having charge of a part of the preparation.

Many results of reading and of text-book study should be summed up in the notebook, in which I am a firm believer. Not that *all* reading should be noted there; but the notebook is something tangible, and definite—an aid in mastering facts. Some prepared notebook may be used, like White's *Outlines*, but I prefer that my students make their own. Definite directions must be given as to all technical matters in note-taking, so that habits of work will be formed. The pupil should be taught *how* to take notes. His *real* work comes in the daily practice of finding what he is looking for, and then selecting the significant points of the subject.<sup>5</sup> Among other things the notebook should contain the most important dates, maps, tables of wars, giving name and date, causes, countries, chief actors, events and results. One leading event may be described in an essay. There should be tables for exploration, giving date, nationality, purpose of expedition, etc. Above all, there should be summaries of the most important topics in outline form, for instance, colonization, progress of representative government, tariff, slavery, national and states rights theories, political parties, etc. These will be a great help for the review which must not be neglected. In these notebooks, too, may well be copied a few poems, extracts from an eloquent speech, or from an historical novel. Many of these are read in class for the purpose of arousing or increasing

interest. A portion of the notebook, or possibly a separate notebook should be devoted to current events. This, by the way, is a sure method of arousing interest. It brings history into direct contact with life, and gives it that reality which it lacks for many people. It will furnish subjects for endless debate, not only in the class-rooms, but in the society rooms. The pupils will learn to value different opinions, to see both sides of a question, to become open-minded—in other words, to be better citizens. I have also found it practical to give a section of the class charge of a history bulletin board for a week or so. Many of the clippings are discussed in class to see if they are of sufficient importance to appear on the board. Other clippings are placed in the notebook.

"The Committee of Five" says (p. 40) that there should be two essential results of historical study:

1. A firm, hard grasp of a reasonable quantity of facts.

2. A sense of the meaning of historical facts, and historical relations, some aptitude in gleanings knowledge from historical books, some appreciation of what history is, some historical imagination, some skill, though it be not great, in putting together the facts that one has learned.

Surely, we shall all agree that the student should know, at the end of such course as I have described, the essential facts of United States history, know them clearly and definitely.

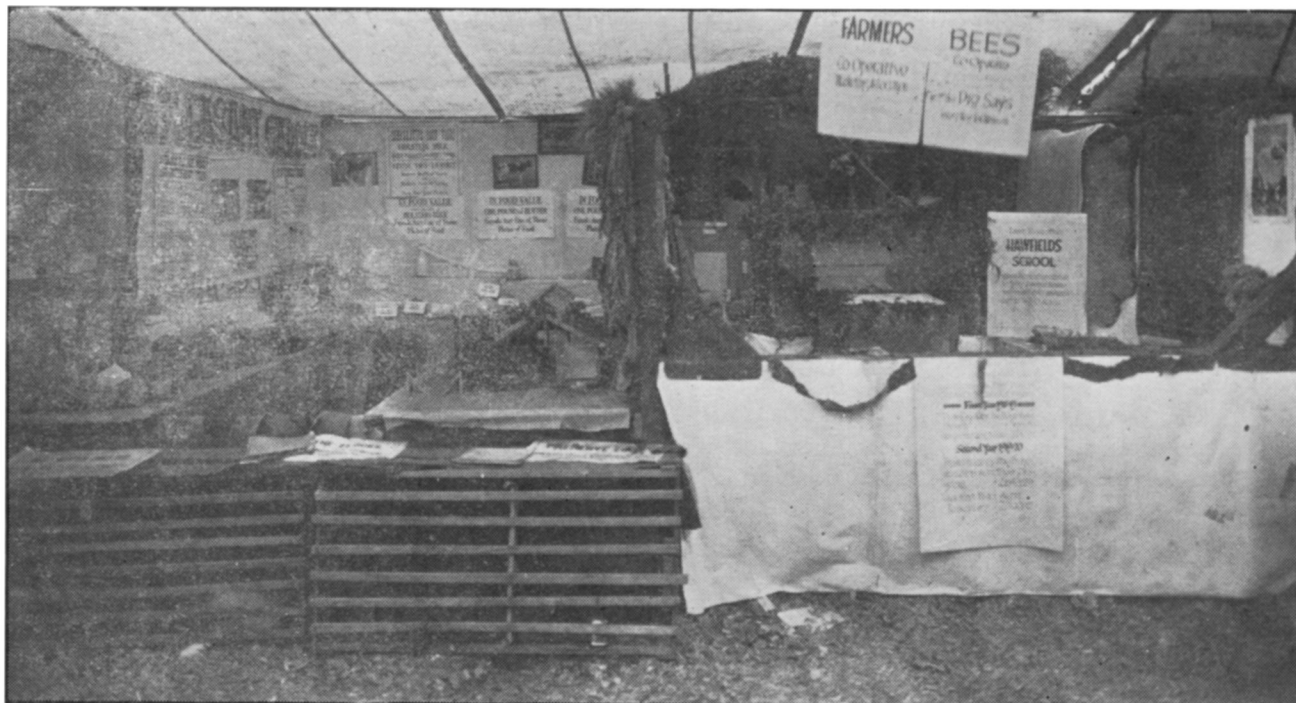
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Announcement is made by the Child Health Organization of America, 156 Fifth Avenue, New York City, of the award of \$1000 fellowship, including a special course at Teachers' College, Columbia University, to Miss Mary E. Spencer, of Malden, Mass. Miss Spencer submitted the best graded plan for health teaching in the elementary schools in a contest which recently closed, in which teachers and health workers from all parts of the country competed. Her plan was finally considered the best of five, all of which were so excellent that a choice was hard to make.

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"Knowledge comes but wisdom lingers," and still more does righteousness linger. Knowledge comes because it is the first step, a meager, petty, paltry sort of thing; wisdom lingers because it is richer, and righteousness lingers still more because it is still richer. Knowledge comes early in limited forms, and wisdom comes later because it requires a more extensive grasp and control, and righteousness comes last because it is a final synthesis. I believe that is as true as any fact in evolution.—DR. E. O. Sisson.

<sup>5</sup> Cf. *H. T. Magazine*, May, 1914, p. 140.



School displays of the Hawfields and Pleasant Garden High Schools as exhibited at the North Carolina State Fair. These schools, in the order named, won the first and second prizes for the best school displays.

## AGRICULTURAL SCHOOL EXHIBITS AT THE STATE FAIR

By ROY H. THOMAS

State Supervisor of Agricultural Education

THE PROGRAM put on at the North Carolina State Fair by the vocational agricultural high schools of the state and their pupils attracted attention and much favorable comment. For the first time since the vocational agricultural work has been in progress in the state an attempt was made to convey to the public something of the type of work that is being done in the vocational schools which have for their purpose the training of boys for the business of farming.

The activities of the vocational schools were divided into two parts—school displays and judging contests. Thirteen schools made individual displays. The displays consisted of the work of the pupils done in the classroom, shop, home, and on the farm. The displays were housed in a special tent, and carefully prepared posters and charts explained the purpose and nature of each article. An agricultural classroom, typical of the kind of room that should be found in each school, was exhibited by the Department of Vocational Education of the State College. Visual instruction is becoming a very important method used in teaching agriculture, and to demonstrate this phase of in-

struction a moving picture machine was used to show educational films. Another feature which appealed to the people was a demonstration in handling eggs by members of the class in animal husbandry of the Cary High School.

The judging contest had a great educational value for the boys. On Wednesday afternoon one hundred and fourteen boys from thirty-nine schools took part in the crops judging contest. This work consisted of a comparative study of the common cultivated crops of the state. A total of 365 boys participated in the live-stock judging contest. The following classes of livestock were judged: mules, sheep, poultry, swine, beef cattle and dairy cattle. Representing 365 homes these boys, no doubt, will be the strongest advocates of better seeds and purer livestock in their respective communities.

Editorially, the *Raleigh News and Observer* made the following comment on the work of the vocational schools at the Fair:

"There are often as many different opinions as there are people, but there has been one agreement this week as to the best exhibit at the Fair. It was not Mrs. Vanderbilt's display of farm products, interesting or educational as it was. It was